

Working Paper Series

WRITING SUPPLEMENTAL QUESTIONS:

A Critique of HRM Survey Supplemental Items

by

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WRITING SUPPLEMENTAL QUESTIONS

A major criticism of the Navy's Human Resource Management (HRM) Survey is that it is not flexible enough for all commands. Another criticism is the HRM survey depends so completely on verbal behavior. The respondent can knowingly or unknowingly give untrue or misleading answers. The question writer, the situation, and the question under study can help foster this distortion of responses. A survey's success, therefore, depends on a fragile procedure. We can always secure some answer, but can we secure a good one?

Many persons think they can design a good questionnaire. The view seems to be, "All we need to do is to write up the questions and then go ask them." With such a cavalier approach to question writing and instrument design, is it of little wonder the HRM survey results are criticized?

The "art" or writing good survey questions is by no means obvious nor intuitive. To be of value, each question must support a basic premise or hypothesis. A question which does not do so is of no practical value and results in nice-to-know information which has little or no application. Additionally, each question must be individually examined for proper meaning and purpose. This guide is intended to assist you in this endeavor and highlight some of the thinking that must go into an adequately designed survey instrument, the writing of questions and some of the problems with the current supplemental question blank.

Please feel free to contact the author at the Naval Postgraduate School with any problems or suggestions.

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I. DEMOGRAPHIC ITEMS

1. Each additional demographic collected should have potential usefulness.

Demographics are not collected simply to gather statistical information, but rather to enable survey results to be sorted into different categories such as race, sex, and rank. The kind of questions asked and the data needs of the evaluator will help determine which demographics to use. You must find a balance between collecting only those demographics already collected and those additional demographics needed at the moment (thereby running the risk of not getting, and never being able to go back and get, demographic information). A good criteria to use in selecting additional demographic variables is, "Do I expect the responses to be different for these various kinds of people," e.g. people in different specialties (PILOTS-NonPILOTS), and "Does it matter to me if there are major differences among these various kinds of people," e.g. people of different heights.

2. There should be a demographic choice for every respondent.

Each person must be able to be categorized somewhere in each demographic category. Thus, scalar demographics, such as income or rank, should have no cut-off at the bottom or at the top. Non-scalar demographics should include the entire known field or utilize "other" as the last category.

3. Each demographic question should have closed-ended responses.

Provide an entire range of categories for the respondents in advance, and let them fit themselves into a group in accordance with your plans. (The only reason you would leave an open-ended demographic question is when you wish to discover unknown categories that the respondents fall into. Most demographic categories were discovered long ago.)

4. Divide the demographic range so as to best utilize the number of choices.

Initially, make an educated guess about the proportion of persons in each category and group them somewhat evenly into the number of available categories--e.g., five categories on a 5-point scale. If it is important to you to separate out a specific category, don't lump it together with other categories simply because the group is under-represented--e.g., E-4's living in base housing, persons with doctoral degrees, etc.

5. Two different demographics can be combined into one question if they are mutually exclusive and you are short of space.

Two dichotomous--i.e. having only two possible choices--demographics can be combined so as to give all the information you need. For example, if you need to know "SEX" and "SUPERVISORY STATUS" you could save asking one question, thereby allowing another demographic question to be added to the survey.

Original Questions:

- | | |
|-----------|--------------------------|
| 1. SEX | 2. SUPERVISORY STATUS |
| 1. Male | 1. I am not a supervisor |
| 2. Female | 2. I am a supervisor |

Combined Question:

1. SEX AND SUPERVISORY STATUS:
- 1. Male -- non-supervisory position
 - 2. Male -- supervisory position
 - 3. Female -- non-supervisory position
 - 4. Female -- supervisory position

6. Demographic choices or questions should have the "less careful" person's response precede the "more careful" person's response.

If you are asking rank according to E-3, E-4, E-5, etc., and O-3, O-4, O-5, etc., have the enlisted personnel respond first. Another example is seen in the combined question in item 5, above, where "non-supervisory" precedes "supervisory." It is more likely that non-supervisory personnel would answer the first male or female category they encounter, while supervisors are more likely to look carefully for the correct choice.

II. NEEDS

1. The information should not already be available.

Since surveys are fairly expensive, though not as expensive as other methods, e.g. interviews, ways to collect information, they should not be used to collect information which is already available as statistics, as reports, previous survey results, or in other forms. Think carefully about where information might already be before trying to collect it through your own survey. Most forms of statistical information are already compiled somewhere. To collect statistical information through a sample survey could be both costly and imprecise since statistics based on a proportionately small sample are probably less accurate, and certainly less believable, than statistics on the entire population. For example, as the individual in charge of writing questions for command surveys, you are requested to write a question or two to determine the extent that packages carried aboard are inspected at the Quarterdeck. The Master-at-Arms should have information concerning the number of times they are present on the quarterdeck to check the returning liberty parties' packages.

2. Each question should have an identifiable purpose.

Know just why you want to ask each question. Although it is acceptable to include a question because the results could conceivably be useful to "X" Division, it is not justifiable to ask a question because it would be neat to know how they feel about that. Avoid "GEE WHIZ!" questions which serve no useful purpose other than satisfying one's curiosity. The results only cause you to exclaim, "GEE WHIZ!"--and you have no further use. For example, a commander asks you to write one or two survey questions to determine the extent a perceived lack of Navy Funds is keeping his personnel

from achieving their full potential. You need to determine the value of such information with him and if his budget constraints would interfere to that extent. If it could be conceived as a problem, there are probably many other areas in the command feeling the crunch and it would be a total command problem.

III. QUESTIONS (General)

1. Limit each question to a single purpose.

Avoid use of multiple subjects, multiple adjectives, etc., in a question. Be especially critical of words "and", "or" and slashes which would indicate multiples. For example, satisfaction with "the way women and minority members are treated in this organization" gives a response to both women and minority members, and since there is no way to know whether "treatment" refers to only women, only minority members, or both groups, the usefulness of the data is limited. Measuring "satisfaction with the physical condition or location of our workplace" results in a similar problem.

Some multiples may be so closely associated in meaning to the respondent or produce an adequate composite value for the writer that they are acceptable. For example, response to "the places to eat and drink onboard..." or "the level of racial and ethnic discrimination" do not necessarily limit the quality of information feedback.

Consider what information you want from the following question:

095. To what extent do Navy women in this command have opportunities similar to Navy men to work, learn, and advance?

Work, learn, and advance are three different dimensions. Satisfaction with one may not be the same as the others and would interfere with the answer given.

2. The question should be a valid measure of what you intend it to measure.

"Valid" in this case, means producing the desired result. If the writer asks about one thing and some persons respond with something else in mind, then the results will look OK, and they won't be valid. For example, asking the demographic, "What is the size of your household?" will generally indicate whether married or older persons have one (single), two (married, no children) or three or more (one child or more) persons in the household.

Young recruits or your unmarried sailors will often respond with the number of persons in the household in which they themselves are considered a child. Therefore, measuring household size as a measure of "number of dependents" is not VALID. For example, how would this information vary with different attitudes toward the Navy and the job:

162. To what extent do you feel that you can make a mistake and discuss that mistake with your supervisor without getting jumped on?

This question could be perceived as making intentional mistakes and getting away with it. A ranking of the gullibility of this supervisor may result. Being "jumped on" may be interpreted by some as a physical attack by the supervisor resulting in unreliable answers.

To what extent do you feel free to discuss mistakes with your supervisor?

3. The question should be general enough to apply to most current and future respondents.

Avoid asking questions which only pertain to select portion of the entire group, or which refer to an experience not common to many people. Many persons will respond to questions, even though they don't necessarily understand them. For example, do you agree that "the facilities at the air-port are in need of improvement?" could be answered by all respondents; but only a few persons in most sample populations could answer them meaningfully.

If there is any likelihood that the questionnaire will be used again at a later time (there usually is!), specialized questions which are meaningful to the population first being queried may no longer be applicable to later groups of respondents. For example, "Do you agree with the way the 1974 program was handled in your unit?" is not good for more than one or two years.

If you are sure that the survey will be given only once, or repeated only within the same type of specialized group, then specialized questions not understood by most populations may be used. For example, questions relevant only to recruitment centers, public works projects, etc.

4. Phrase each question in a neutral manner. Avoid value judgements.

Any phrasing which might lead the respondent to respond the way they think the question writer wants them to respond should be avoided. For example, asking whether a person believes in "legalizing that horrible drug, marijuana" or if they are satisfied with "the great way we reorganized the chow line" is not really asking, it's telling. The questionnaire writer has already made a value judgment and does not need to ask another for backup. Sometimes such bias is very subtle. For example, "How do you feel about the pay inversion problem?" Another example of neutrality.

090. To what extent is drug abuse by your shipmates acceptable to you personally? (R)

Is drug use by your shipmates acceptable to you personally?

297. To what extent are working party assignments made fairly to everyone?

Everyone -- does this include CPO's and officers?

5. Avoid double negatives.

Double negatives most often occur by using a negatively phrased question with a scalar answer. For example, "There is no discrimination in my workgroup" might be answered with "I disagree that..." or "It is not true that...". The response validity of questions phrased this way are more in doubt since the respondent may be trying to disagree about the existence of discrimination but mark the answer sheet in indicate that there is discrimination (i.e., I disagree that there is no discrimination).

6. Avoid negative subject matter.

Although surveys are often designed to determine negatively perceived subject areas so that managers may deal with them, managers are often hesitant to stick their necks out about basically negative areas. Such basically negative areas are perhaps even more threatening to some military commanders. For example, questions which deal with the concept of "hurry up and wait", "Mickey Mouse activities", stereotypes such as "all First Division are dirt balls", or "PO's don't know their tail from a hole in the ground" may seem wiser not to ask in the first place. (Don't rock the boat, or let sleeping dogs lie.) It may be of such importance to get responses to these subject areas that it is worthwhile to approach the information more obliquely. It may often (not always) be wise to "soften" the sound of negative questions by using euphemisms. "Mickey Mouse" might more euphemistically be called "Busy work"; "Busy work" might be more euphemistically called "work just to keep me busy". It all adds up to the same thing in the end results since the euphemism serves only to soothe the manager, not the respondees who already know what sort of negative things are going on.

If a manager does not feel threatened, and has definite reasons for wanting straightforward information about a specific subject area, then naturally even highly-charged areas or terminology can be dealt with in a questionnaire.

7. Use up-to-date concepts.

Avoid using terms or ideas which reveal that the question writer does not know very much about the subject. Avoid errors such as outdated unit designations in the demographics, the use of the term "coloreds" to

denote minority races. Such errors will alienate an unknown proportion of the survey participants and have an unknown (and unnecessary) negative effect on the survey results. Whenever possible, let several persons outside your area of expertise read the drafts of your questions and make suggestions. A high school graduate can sometimes catch errors missed by Ph.D.'s.

8. Be correct in terminology, grammar and spelling.

Do not run the risk of turning off some of the participants by "needless" errors, or oversights in proofreading. Use correct terminology. For example, don't call the General Accounting Office (GAO) the Government Accountant's Office. Use correct grammar. For example, don't say "they isn't very high morale in our ship". Spell correctly. For example, don't leave such errors as "morale level of the personal in the legal office". Watch punctuation meticulously. For example, sailors of ours compared to theirs.

IV. WORDING (Questions and Responses)

1. Keep the language simple.

Each question should be understandable to persons with little education. Avoid using complicated or less common words. For example, asking about the "milieu" and "decor" of the EM Club, or the "convergence" of jobs and job descriptions, might not be understood by a considerable proportion of military or civilian personnel.

2. Keep the questions concise.

Cut excess words or groups of words to keep each question as short as possible. Do not, however, shorten a question or response so that it is no longer clear. For example, "The work group I belong to really wants to meet our group's objectives successfully" might be cut to, "My work group really wants to meet its objectives." It could not meaningfully be shortened to "My group wants its objectives."

3. Don't use specialized terminology or abbreviations.

Avoid terms that are likely to be clear to some persons but not to others. If some of the respondents don't know what you are asking, they cannot answer according to how they feel about the subject. For example, "The fire control crew is doing a much better job," and "DK's make insufficient use of the Standard Form 63" are absolutely clear to some persons, gobbledeygook to others.

331. To what extent do you watch military training on CCTV?

To what extent do you watch military training on Closed Circuit Television?

4. Avoid ambiguity.

A statement which appears to be clear can have one meaning to one person and a different meaning to another. Such situations occur fairly easily and need concentration to avoid. For example, "If a Petty Officer

is determined to be an alcoholic..." will mean "results show that he was an alcoholic" to one person; it will mean "he really sets his mind to becoming an alcoholic" to another person. In this case, use of the phrase, "is identified as," may clear up the situation. Written words may have a built-in ambiguity; for example, "use" (both noun and verb), "read" (both present and past tense), "tear" (both noun and verb), "invalid" (both noun and adjective), etc. It helps to have someone unfamiliar with the questionnaire read the draft in order to identify ambiguous words and meanings.

5. Avoid redundant and superfluous words.

If the words or phrases do not add anything to the question, cut them out. An extreme example of a redundant phrase is the following one which says the same thing four times: "Do not keep on continually repeating yourself over and over." Most redundancy and superfluity will be pared out when the question writer actively begins to cut the statements so they are as concise as possible. For example:

070. To what extent do you feel that you would receive fair treatment at Captain's Mast if you were to go to Mast?

If you were sentenced in non-judicial punishment, do you feel that you would receive fair treatment?

V. ANSWER CHOICES

1. Each choice must be clear as to what it means.

The respondent must be able to understand what is involved in each choice given, even when "filler" responses have been used.

2. Choices must be mutually exclusive of each other.

There should be no confusion as to whether two responses include part or all of the same thing. Even scalar responses may be confusing. For example, the following pairs are not mutually exclusive: "no" and "no, not really"; "seldom" and "hardly ever"; "often" and "very frequently."

3. Each person must be provided a choice among the answers.

All possible answers to the question should be exhausted. Otherwise there will be respondents who will be unable to answer one or more of the questions and this fact may turn them off to the remainder of the questionnaire. The use of "other," "I don't know," "none of the above," etc., provide a choice to everyone. For example:

081. If marijuana is used by work group members while on duty, to what extent do you feel it hampers the work group's effectiveness?

What if marijuana is not used? If a value judgment of the effect of marijuana is requested on the work group's effectiveness, the following question might apply.

If marijuana were used by work group members while on duty, do you feel that it would hamper the work group's effectiveness?

4. Each person should not be able to find more than one choice which is appropriate.

Two items which may appear to be mutually exclusive may in fact be relevant to one person and they will either answer both or feel uncomfortable in not being able to do so. For example, "I am acquainted with _____ questionnaire," "I have taken the _____ survey several times," and "I assisted in the administration of _____ questionnaire," could conceivably be answered

in the affirmative by a single person. An extreme case might be the categories "married" and "divorced," both of which apply to many persons; fortunately, most persons respond with their present condition or attitude, but it cannot hurt to stress that the answer should be for the present condition in order to minimize the likelihood of two or more applicable responses.

5. Limit the number of choices to the number on the scan answer sheet.

The Navy scan answer sheet limits you to FIVE choices per question. It sometimes takes considerable ingenuity to hold all the response choices within these limits. You might wish to offer at least five important choices plus an "other" choice in order to exhaust the whole field of possibilities, yet find you only have a 5-point scale available. A "SIXTH" choice can sometimes be manufactured by placing a parenthetical phrase like: (LEAVE BLANK IF YOU HAVE NO OPINION IN THIS AREA) or (LEAVE BLANK IF YOU DON'T KNOW), etc. Caution: respondents who follow directions and intentionally leave all responses blank cannot be differentiated from those who stopped responding before they came to that part of the questionnaire or from those who just happened to skip that particular question.

6. Avoid providing a great many choices to one question, even if hand scoring permits an unlimited number of response choices.

It is wiser to break up a large number of responses into several questions, so that the choices are easy to overview. Such reduction in choices per question is not mandatory if the questions will be hand scored, or are open ended. (THIS PROCEDURE IS NOT RECOMMENDED.)

7. Avoid leaving "unused" responses.

Occasionally, if the writer provides only four choices to a question to be answered on a scan answer sheet having a 5-point scale, a respondent will mark #5 (the last choice on the sheet) when they should have marked #4 (the last choice in the question). This is no big deal, but to prevent such miss-marking it is a good idea to provide five choices. You might use a

"filler," such as "other," although you don't believe that there is an "other" category. Another example is:

252. I feel that two "ALL HANDS" social events per year are enough (the annual Christmas Party and the Summer Picnic).
(Fill in #1 for Disagree, and #5 for Agree.)

How many "ALL HANDS" social events per year would you be willing to attend?

1. One
2. Two
3. Three
4. Four or more
5. None

8. Adverb multipliers

When preparing scalar responses each extreme must have the same adverb multiplier to avoid skewing the results. For example: Very little... Very great. The multiplier must be the same on each end, although this is not always possible. When similar multipliers are not possible, the results could be the skewed.

VI. SEQUENCING

1. Go from general subject matter to more specific subject matter.

It is less likely that general questions will affect more detailed questions whereas the details could set up a reaction to the general questions. Be sure to use the more general questions ahead of the more specific questions if the sequence seem all right to you. For example, if the attitude toward details of living conditions such as "degree of privacy," "kind of furniture," "freedom to decorate," were asked before asking about the "overall pleasantness and comfort of the living quarters," dissatisfaction with any one of the detailed aspects could affect the response to "overall comfort." On the other hand, you might want an attitudinal response to something after you had asked about "the Navy as a career" after asking about many different and detailed career aspects.

2. Separate similar-looking questions from each other.

Physical separation by several questions helps ensure that respondents won't be confused by the similarity of questions and answer them the same way. For example, "the accuracy of information provided by employees at the Civilian Personnel Office" should not be placed too close to "the accuracy of civilian personnel information provided in my organization." Underlining my can also help reduce confusion in the respondent's mind.

3. Separate statements where one question might cause an emotional response to the next question (s).

For example, asking for satisfaction level with "the efficiency with which disbursing handles my pay" before asking about satisfaction with "the amount of pay I receive in the Navy" could have an adverse effect on the second question. Keep such questions separate, and first ask those questions which are most likely to be influenced by others. The guideline about general questions before specific questions is also important to remember in this context.

4. Group all demographics together.

Sorting by demographic items and making up control cards for the HRM survey computer program are greatly facilitated when the demographics are all located together in a group. It is suggested that the demographic section be at the end of the supplemental list rather than at the beginning.

5. Avoid contingency questions requiring that one or more questions be skipped. For example, "Answer only if you live onboard, otherwise skip to supplemental question XX." If you decide you must use contingency questions, provide clear, concise instructions so as to limit the amount of confusion and error. For example:

164. If a Petty Officer, indicate the extent you feel that you need additional training in leadership skills/techniques to be a more effective Petty Officer? (Others leave item blank.)

Item should be shortened and sorted on demographics already available.

To what extent do you feel you need additional training in leadership skills to be a more effective petty officer?

This would also provide some flexibility to provide training from "strikers" to become better officers.

6. Start the supplemental list with an interesting set of questions.

If you don't catch the respondent's attention and interest at this point in the survey, they are more likely to "throw away" the whole questionnaire or leave it blank except for a poison pen note about the stupidity of the writers. The beginning group of questions should not be chosen on the basis of logical sequence, but rather to "HOOK" the respondent into getting interested with the survey.

SUPPLEMENTAL ITEM KEY WORD CODING

- 01 ADVANCEMENT/PROMOTION
- 02 ALCOHOL/ALCOHOL ABUSE
- 03 BUREAUCRATIC PRACTICES: NAVY, COMMAND
- 04 COMMUNICATIONS: NAVY, COMMAND
- 05 COMMUNITY INTERRELATIONSHIPS AND OVERSEAS DIPLOMACY
- 06 DISCIPLINE/MILITARY JUSTICE
- 07 DRUGS/DRUG ABUSE/SUBSTANCE ABUSE
- 08 EQUAL OPPORTUNITY/RACE RELATIONS/AAP
- 09 FACILITIES
- 10 FAMILY AND PERSONAL CONCERNS
- 11 GROUP COHESIVENESS/TEAM WORK
- 12 INDOCTRINATION/ORIENTATION
- 13 LEADERSHIP/MANAGEMENT
- 14 PAY AND BENEFITS
- 15 PREVENTIVE MAINTENANCE/PMS
- 16 PQS/STRIKER BOARD
- 17 RESOURCES/FINANCIAL
- 18 RETENTION/REENLISTMENT/CAREER COUNSELING
- 19 SAFETY PRACTICES
- 20 SERVICES: SHIP, BASE, STATION
- 21 TRAINING AND EDUCATION
- 22 WELFARE/RECREATION
- 23 JOB EVALUATION; PERFORMANCE; SATISFACTION
- 24 RECOGNITION
- 25 IMAGE OF UNIT/NAVY
- 26 STANDARDS
- 27 JOB/JOB MOTIVATION
- 28 HRM CYCLE AND RESURVEY
- 29 GOALS AND MISSION
- 30 WATCHES
- 31 CHITS
- 32 MISCELLANEOUS AND SPECIAL SITUATION/TOPICS

NOTES:

1. Asterisk before item indicates potential usefulness for management information purposes.
2. Underscoring is used to provide alternate wording, should it be desired.
3. Number in parenthesis indicates possible related topic area (of those listed above).

SPECIAL NOTE:

Some of the questions contained herein are beyond the purview of operating commands. Questions should be assessed for utility in the development of the Command Action Plan prior to inclusion.

STANDARD SUPPLEMENTAL ITEMS FOR HRM SURVEY

01 ADVANCEMENT/PROMOTION

- 001 To what extent do you consider it important to advance in your rate?
- *002 To what extent have you been made aware of the career opportunities open to you in the Navy? (04)
- *003 To what extent is the information you receive on advancement important?
- 004 To what extent is the command assisting you in preparing for the next rate or rank? (04)
- 005 To what extent have you been encouraged to complete the required correspondence courses for the next higher pay grade? (24)
- *006 To what extent are you motivated to advance to the next rate or rank? (31)
- *007 To what extent have you taken positive steps to advance yourself in the Navy? (31)

02 ALCOHOL/ALCOHOL ABUSE

- 008 To what extent would you be concerned if a member of your watch team drank alcoholic beverages while on duty?
- *009 To what extent do you think the Navy's Alcohol Rehabilitation System can help people with alcohol problems?
- *010 To what extent do you feel that the (Select as appropriate: Command, or community, or country) has changed your alcohol consumption?
1. I am a non-drinker
 2. I have started drinking
 3. I have decreased my alcohol consumption
 4. My alcohol consumption has not changed
 5. I have increased my alcohol consumption
- 011 To what extent are effective actions being taken to prevent alcohol abuse aboard (or within)-----? (03)

- 012 To what extent have the crew members of-----
been provided with enough information to make respon-
sible decisions in regard to alcohol usage?
- 013 To what extent have you been adequately prepared to
recognize the symptoms of alcohol abuse? (24)
- 014 To what extent do you feel obligated to report ship-
mates (or members) using alcohol aboard (or within)
-----? (30)
- 03 BUREAUCRATIC PRACTICES: NAVY, COMMAND
- 015 To what extent should the chain of command be used
instead of the Human Relations Council for racial
problems?
- 016 To what extent do you feel that the command reflects
an understanding for the real problems faced by a
sailor when on liberty? (05)
- 017 To what extent do you feel that this command is
concerned about you as an individual? (13)
- 018 To what extent do you feel that the chain of command
works for you? (13)
- 019 To what extent is the chain of command a hindrance
to accomplishing your work? (13) (Note: Reverse Item)
- 020 To what extent is the chain of command faithfully
followed in this unit? (13)
- 021 To what extent do you feel the chain of command
functions effectively within this unit? (13)
- 022 To what extent are appropriate and reasonable privi-
leges offered to the petty officers and chief petty
officers in this command? (30)
- 023 To what extent are packages carried aboard by you
inspected at the quarterdeck? (30)
- 024 To what extent do you regard this command as requiring
more work of you than most Navy commands? (31)
- 04 COMMUNICATION: NAVY, COMMAND
- 025 To what extent do you learn of work changes, staff
reductions, etc., through the "grapevine"?
(NOTE: Reverse Item)

- 026 How effective is the bulletin board as a means of communication?
- 027 To what extent does the command's Senior Enlisted Advisor (SEA) reflect the actual feelings of the crew to the CO on matters affecting morale?
- 028 To what extent is the information provided in the Plan of the Day adequate for your needs?
- 029 To what extent do you believe that information received from the Plan of the Day is reliable? (04, 13)
- 030 To what extent do you read the Plan of the Day?
- 031 To what extent do you clearly understand your responsibilities as a member of this command?
- *032 Feedback--getting information up and down the chain of command--is a necessity in a good organization To what extent does this exist in this command?
- 033 To what extent is Captain's Call effective in this command? (03)
- 034 How effective is Quarters as a means of communication in this command? (03)
- *035 To what extent do you feel free to submit a complaint, grievance or appeal without it being held against you? (06)
- 036 To what extent are you aware of the actions of the Human Relations Council at this command? (08)
- 037 To what extent are you interested in the CO's comments that are published in the Plan of the Day? (08)
- 038 To what extent have the Familygrams published by the command been worthwhile? (10)
- *039 To what extent do you feel that the word you receive at Quarters is the same as the word put out by the higher levels of command? (13)
- 040 To what extent do you feel your supervisor "hears" what you are saying? (13)

- *041 To what extent are you aware of the jobs and responsibilities of other personnel attached to this command? (13)
- *042 To what extent does this command keep you informed of its mission accomplishments? (13)
- 043 To what extent do you feel that free and open communication exists between the CO and All Hands on -----? (13)
- *044 To what extent do you feel well-advised, within reason, about-----'s future operating schedule? (13)
- 045 To what extent are you satisfied with the command's open door policy? (13)
- *046 To what extent are prompt and accurate answers to your questions provided by command support functions (e.g., Education & Training, Personnel, Supply, etc.)? (03, 22)
- 047 To what extent are you kept informed of major evolutions in the future which require extra work?
- 05 COMMUNITY INTERRELATIONSHIPS AND OVERSEAS DIPLOMACY
- *048 To what extent does your close circle of friends and acquaintances include members of the immediate community?
- *049 To what extent have you been in situations where you may have annoyed people of this country because you lacked information about their customs? (NOTE: Reverse Item)
- *050 When in local towns in this area, to what extent do members of your command leave a good impression of themselves as U.S. citizens and members of the U.S. Navy?
- *051 To what extent do you engage in new and satisfying activities in this country?
- *052 To what extent do you enjoy doing things with the people of this country?
- *053 To what extent does your supervisor encourage your work group to deal fairly with people of this country?

- *054 To what extent are members of your work group satisfied with living in the country in which you are stationed?
- *055 To what extent are you satisfied with living in this country?
- *056 Do you feel you know enough about this country to get around and do things you would like to do?
- *057 To what extent can you communicate effectively with people of the country in which you are stationed?
- *058 To what extent do you feel confident in asking assistance of people whose language and way of life is different from yours?
- 06 - DISCIPLINE/MILITARY JUSTICE
- 059 To what extent do you feel the XO's "Screening Mast" contributes to equal justice for all hands? (08)
- *060 To what extent to you feel that infractions against the UCMJ, that you witness, should be reported?
- 061 To what extent do you feel that Administrative Discharges for frequent involvement with civil and/or military authorities should be used to remove people from the service?
- 062 To what extent do you understand the process for administering NJP's (Captain's Mast) in this command? (03)
- 063 To what extent do you consider this command's system for administering NJP's to be effective? (03)
- 064 To what extent do you feel that this command's methods of giving Administrative Discharges are unbiased? (03, 08)
- *065 To what extent do you feel that you possess an adequate understanding of military justice as it applies to you? (04)
- *066 To what extent do you understand the grievance system and the other means you have to air complaints? (04)
- 067 To what extent is your morale adversely affected when you see people who have constant military behavior problems get out under honorable conditions? (20) (NOTE: Reverse Item)

- *068 To what extent does counseling at the division or department level occur in instances where offenses do not warrant referral to Captain's Mast? (31)
- 069 To what extent is discipline administered uniformly and consistently across various rate and rank levels of the command? (31)
- 070 To what extent do you feel that you would receive fair treatment at Captain's Mast if you were to go to Mast? (08)
- *071 To what extent do you believe you are personally responsible for enforcing Navy standards of order and discipline? (31)
- 072 To what extent are punishments given at Captain's Mast reasonable and in proportion to the offense and the individual's past record? (08,31)
- 073 To what extent are report chits issued without favoritism playing a part in who gets written up within your work group? (31)
- 074 To what extent do you feel junior and senior personnel are held equally accountable in complying with command regulations? (31)
- 075 To what extent do you feel that you would receive fair treatment at a court-martial if you were to go to a court-martial? (08)

07 DRUGS/DRUG ABUSE/SUBSTANCE ABUSE

- *076 To what extent do you feel the use of marijuana leads to the use of hard drugs? (NOTE: Reverse Item)
- 077 To what extent would you be concerned if a member of your watch team smoked marijuana while on duty?
- 078 To what extent does the use of illegal drugs exist on-----? (NOTE: Reverse Item)
- 079 To what extent does the sale of illegal drugs exist on-----? (NOTE: Reverse Item)

(Note that neither #78 or 79 distinguish between marijuana and hard drugs).

- *080 Which of the following statements best describes the usage of marijuana within you work group?
1. None used while members are on duty
 2. Members of this work group have only experimented with marijuana while on duty.
 3. Occasional use of marijuana while on duty.
 4. Frequent use of marijuana while on duty.
 5. Do not care to answer this question.
- 081 If marijuana is used by work group members while on duty, to what extent do you feel that it hampers the work group's effectiveness? (23, 27)
- 082 How would you best describe your division officer's attitude about the drug scene on board this unit?
1. Doesn't know or doesn't care
 2. Doesn't talk about it too much
 3. I don't know
 4. Is adequately informed
 5. Very much informed and interested
- 083 To what extent are personnel returning from drug rehabilitation being effectively utilized on the job? (23, 27)
- *084 To what extent do you agree with the statement: "Doing drugs is no big deal; the Navy is making too much fuss about it"? (NOTE: Reverse Item)
- 085 To what extent do you feel your supervisor could detect the use of drugs by other work group members? (Note that information on use of drugs by supervisor is not provided, but the supervisor's use of drugs is possible with a "4" or "5" answer.)
- 086 To what extent are hard drugs used in this command? (NOTE: Reverse Item)
- 087 To what extent are drugs available in this command? (NOTE: Reverse Item)
- *088 To what extent is the Navy drug exemption program effective in dealing with drug abuse?
- *089 To what extent has the drug abuse education program increased your knowledge of the physical effects of drug abuse?
- 090 To what extent is drug abuse by your shipmates acceptable to you personally? (NOTE: Reverse Item)
- 091 To what extent do you feel the search techniques for drugs/alcohol are consistent within this command? (06)

- 092 To what extent do you feel obligated to report shipmates who use illegal drugs aboard-----?
(Note that this item does not distinguish between marijuana and hard drugs, as stated.)
- 08 - EQUAL OPPORTUNITY/RACE RELATIONS/AAP
- 093 To what extent does the Human Relations Council meet your needs? (03)
- 094 To what extent do the members of your work group avoid the use of inflammatory (insert racist or sexist) remarks?
- 095 To what extent do Navy women in this command have opportunities similar to Navy men to work, learn, and advance?
- *096 To what extent does the Navy support its equal opportunity programs?
- 097 To what extent do you feel that this command's Affirmative Action Plan (AAP) will meet your personal desires in the area of human relations and equal opportunity?
- 098 To what extent do you think this command is committed to equal opportunity?
- *099 To what extent do you feel that you have equal opportunity for advancement in rate/rank?
- 100 To what extent do you feel the command practices equal opportunity?
- 101 To what extent do you understand your military rights and responsibilities as a member of this command?
- 102 To what extent have you read this command's Affirmative Action Plan (AAP)? (03,04)
- 103 To what extent do you understand this command's Affirmative Action Plan (AAP)? (03,04)
- 104 To what extent is the Human Relations Council an effective means for discussing problems of equal opportunity? (03, 04)
- 105 To what extent do (insert one of the following: racial, ethnic, sexual) differences block or inhibit communication in this organization (or, in your work group)? (NOTE: Reverse Item)

- 106 To what extent is punishment awarded on the basis of the offense rather than an individual's racial (or select ethnic, sexual) identity?
- 107 To what extent do you believe Captain's Mast's are biased or unfair because of the racial background of the defendant? (06) (Note: Reverse Item)
- 108 To what extent do you feel this unit would have to be physically modified in order to accommodate female crew members? (09) (NOTE: Reverse Item)
- *109 To what extent do you feel comfortable working in sexually mixed groups? (11)
- *110 To what extent would you accept and support a woman who was assigned to your work group?
- 111 To what extent are assigned military or civilian women effectively integrated into the command's work force? (11)
- 112 To what extent are women in your work group accepted as members of a team? (11)
- 113 To what extent would you accept and support a woman who was assigned as a supervisor of your work group? (13)
- 114 To what extent are you given an equal opportunity to participate in R & R trips (environmental leave) by this command? (03, 05)
- 115 To what extent do you feel a woman, who has been given the proper training, could successfully perform in the billet which you are assigned? (31)
- *116 To what extent do the women assigned to your work group contribute to its overall output?
- *117 To what extent do you feel this unit could complete its assigned missions if women were part of the crew? (33)
- 118 To what extent are watch assignments made fairly, without regard to sex? (34)

09 FACILITIES

- 119 To what extent do you feel this command is making
 an effort to improve your living quarters?
- 120 To what extent do you feel this command is making
 an effort to improve its habitability conditions?
 (13)
- 121 To what extent are you satisfied with the messing
 facilities? (22)
- 122 What is the physical condition of the Chow Hall
 (or Mess):
- 1. Unsanitary
 - 2. Indadequate but sanitary.
 - 3. Adequate
 - 4. Good
 - 5. Excellent
- *123 To what extent are you satisfied with Navy-provided
 recreational facilities? (03, 05, 25)
- 124 To what extent are you satisfied with the clean-
 liness of this command in general? (31)

10 FAMILY AND PERSONAL CONCERNS

- 125 To what extent have the Familygrams and command's
 direct communication with the family been worth-
 while? (04)
- 126 To what extent has this command helped your family
 to prepare for our upcoming deployment? (05)
- 127 To what extent is your family proud of your job
 with the Navy? (31)
- 128 To what extent do you feel that dependent cruises
 are worthwhile?
- 129 To what extent are you satisfied with the command's
 assistance in the relocation of your dependents
 and personal effects? (03, 05)
- 130 To what extent does this command meet the needs of
 your dependents? (05)
- *131 To what extent are you "homesick"? (05)
 (NOTE: Reverse Item)

132 To what extent do you feel that the command is concerned with BEQ/housing problems? (13)

11 GROUP COHESIVENESS/TEAM WORK

133 In general, to what extent are your dependents satisfied that the command is meeting their needs?

134 To what extent does your work group have good morale and pride in its work?

135 To what extent is there a team effort in your work group?

136 To what extent are you proud to be a sailor aboard the-----?

137 To what extent is it important to you that this command perform in a superior manner?

138 To what extent do you view this command as one that is working effectively as a team to achieve its defined objectives? (33)

12 INDOCTRINATION/ORIENTATION

*139 To what extent did the Navy recruiter give you an accurate picture of what Navy life is about?

140 When you reported aboard this unit, to what extent did you feel accepted as a member of the command?

141 To what extent does this command have an effective program for indoctrinating new personnel?

142 To what extent does this command effectively familiarize new personnel with its operations and procedures?

143 To what extent are you aware of your duties and responsibilities within this command? (03, 04)

144 Do you believe that newly reporting personnel to this command are given supervisory positions that they are not adequately trained for?

1. Yes, too often
2. Yes, but not very often
3. No, they are all trained well
4. No, the command provides training
5. Cannot say, I haven't observed

13 LEADERSHIP/MANAGEMENT

- 145 To what extent do you feel the Commanding Officer cares about your professional problems?
- 146 To what extent do you feel you have access to the Commanding Officer? (04)
- 147 To what extent would you like more CO visibility in the work spaces? (31) (NOTE: Reverse Item)
- 148 To what extent would you like more XO visibility in the work spaces? (31) (NOTE: Reverse Item)
- 149 To what extent does this command provide you with enough guidance and/or supervision to perform your duties? (03, 12)
- 150 To what extent do you feel that the CO cares about your personal problems?
- 151 To what extent are problems in this command dealt with honestly rather than covered up? (03)
- 152 To what extent do you feel that sensitive matters of a personal nature are handled in a confidential manner by your superiors? (03, 10)
- 153 To what extent do you feel you have access to your Department Head? (03)
- 154 To what extent do you feel that your Division Officer has a genuine concern for your welfare? (03, 10)
- 155 To what extent are you satisfied with the frequency with which your Division Officer visits your work spaces? (13)
- 156 To what extent does your work group have confidence in their supervisor's ability to do his/her job?
- 157 To what extent do you have confidence and trust in your supervisor's ability to make good decisions about your work?
- 158 To what extent does your supervisor provide individual performance counseling to the members of your work group at times other than evaluation periods? (04, 26)
- 159 To what extent does your supervisor offer constructive criticism that is helpful in improving your performance? (26, 31)

- 160 To what extent does your supervisor demonstrate support for this command's (-----) policies?
(Note that virtually any desired topic area may be inserted in the blank space).
- 161 To what extent do you feel your supervisor has a positive attitude toward the Navy and this command?
(20, 31)
- 162 To what extent do you feel you can make a mistake and discuss that mistake with your supervisor without getting jumped on? (04)
- 163 To what extent does your supervisor demonstrate knowledge of this command's (-----) policies?
- 164 If a petty officer, indicate the extent you feel that you need additional training in leadership skills/techniques to be a more effective petty officer. (Others leave item blank). (NOTE: Reverse Item)
- 14 PAY AND BENEFITS
- 165 To what extent is adequate compensation given for extra work hours? (24)
- 166 To what extent is compensatory time off used to make up for additional working hours? (03)
- 167 To what extent are parking spaces fairly assigned?
- 168 To what extent can you take leave when you want it?
- 169 To what extent do you feel the command keeps you informed about pay and allowances? (4)
- 170 To what extent are you satisfied with the amount of information you receive in this command on Navy career benefits? (03, 04, 20)
- 171 To what extent are you satisfied that the leave policy is fair and impartial in this command?
(08, 30)
- 172 To what extent do you feel the benefits of a military career have been recently eroded?
(NOTE: Reverse Item) (20, 36)
- 173 To what extent does the information you receive in this command give you a complete picture of Navy career benefits?

15 PREVENTIVE MAINTENANCE/PMS

- 174 To what extent is the PMS subsystem worthwhile?
- 175 To what extent does your command support PMS?
- 176 To what extent would greater command attention make the PMS system more effective?
- 177 To what extent does your supervisor check the PMS work you have completed? (13)
- 178 To what extent do you understand the routine PMS paperwork required at your level?
- 179 To what extent would more emphasis throughout the Chain of Command make the PMS system more effective?
- 180 To what extent is the PMS system well-organized in your work group?
- 181 To what extent is PMS a high priority program for your work group?

16 PQS/STRIKER BOARD

- 182 To what extent are your skills being used appropriately in your present job? (23)
- 183 To what extent does this command provide adequate opportunities for self development and improvement? (21)
- 184 To what extent do you feel this command's Striker Board Program offers a true opportunity for an individual to work in a rating of his/her choice? (27)
- 185 To what extent do you know the purpose and function of the unit's Striker Board?
- 186 To what extent do you feel the Striker Board Program is of benefit to this command?
- 187 To what extent do you feel that overall command needs should influence the selection of ratings for which a person is allowed to strike?
- 188 To what extent do you feel PQS is important to advancement? (1)

189 To what extent do you feel that PQS is a worthwhile program?

190 To what extent is the PQS qualification and training method a workable concept? (21)

17 RESOURCES/FINANCIAL

191 To what extent do you feel recreation funds are being spent in the best interests of the crew? (22)

192 To what extent do you feel the command is adequately funded to accomplish its assigned mission?

193 To what extent do you believe a lack of Navy funds/resources is keeping you from achieving your full work potential? (31) (NOTE: Reverse Item)

18 RETENTION/REENLISTMENT/CAREER COUNSELING

194 To what extent does this command have an effective career counseling program?

195 To what extent is job satisfaction more important to you than money as a retention incentive? (23, 14)

196 To what extent have you considered making the Navy a career?

197 To what extent are your division retention team members knowledgeable enough to answer your routine questions concerning benefits? (15)

198 To what extent do you feel duty preference forms ("dream sheets") are worth the effort to fill out and submit? (14)

199 To what extent has duty at this command positively stimulated your thoughts toward reenlisting in the Navy? (31)

200 To what extent has duty at this command encouraged you to think about reenlisting in the Navy?

201 To what extent do you feel your decision to stay in the Navy has been affected by a lack of civilian job opportunities? (NOTE: Reverse Item)

202 To what extent is the Rate Conversion reenlistment program attractive to you? (14)

- 203 To what extent is the Guaranteed School reenlistment program attractive to you? (14)
- 204 To what extent is the SRB reenlistment program attractive to you? (14)
- 205 To what extent is the career retention team concerned about your personal career planning?

19 SAFETY PRACTICES

- 206 To what extent do you feel that your superiors are genuinely interested in your personal safety? (13)
- 207 To what extent are safety procedures being covered in your training? (21)
- 208 To what extent do you feel that safety is stressed in day-to-day operations?
- 209 To what extent does the Safety Office act to promote and ensure safe operations in your work group?
- 210 To what extent do periodic safety stand-downs make you aware of safe practices?
- 211 To what extent have you observed your supervisor in unsafe practices? (30) (NOTE: Reverse Item)
- 212 To what extent does your supervisor insist on safe practices when you are performing your duties?
- 213 To what extent do you feel your supervisor meets his/her responsibility in processing follow-up paperwork when a failure or incident is found?
- *214 To what extent do you initiate safety reports and follow-up paperwork when you discover a failure or incident?

20 SERVICES: SHIP, BASE, STATION

- 215 To what extent does this command provide timely and efficient laundry service?
- 216 To what extent does your supervisor allow enough time for personal services such as laundry, haircuts, etc?
- 217 To what extent are you satisfied with the food service on board-----?

- 218 To what extent are you satisfied with the food quality on board-----?
- 219 To what extent is the menu planning board responsive to your preferences?
- 220 Which one aspect of food service aboard this command do you feel needs most improvement?
1. Sanitation
 2. Food preparation
 3. Size of servings
 4. Items on the menu
 5. Quality of service provided by mess personnel
- 221 To what extent are you and your family satisfied with the base commissary/exchange?
- 222 To what extent does the Personnel Office provide satisfactory responses to your problems? (10)
- 223 To what extent do you feel that the Legal Office can help you solve personal legal problems? (10)
- 224 To what extent are Medical Services (or substitute other services, e.g., dental, counseling, disbursing, etc.) adequate to meet your needs?
- 225 How would you rate the Base transportation services?
1. Undependable
 2. Somewhat dependable
 3. Dependable
 4. Good
 5. Excellent
- 226 To what extent do religious services at this command meet your individual religious needs?
- *227 If you shop off Base, what is the main reason for your doing so?
1. Prices are cheaper
 2. Quality and selection is better
 3. Service is better
 4. People are friendlier
 5. Cannot answer; I don't shop off Base

21 - TRAINING AND EDUCATION

- *228 All in all to what extent are you satisfied with your basic training in the Naval Training Command?
- 229 To what extent do you feel the Non-Rated Training Program is assisting in the professional growth of the crew?
- *230 To what extent do you understand the purpose of the Non-Rated Training Program? (04)
- *231 To what extent are you satisfied with the unit's General Military Training program?
- 232 To what extent does the command keep you informed about the availability of educational opportunities and benefits?
- 233 To what extent are you confident in the training of our (indicate any selected group, e.g., air crew, maintenance department, safety group, etc.)?
- 234 To what extent do you feel that training drills are well organized?
- *235 To what extent do you feel that this command provides adequate training to maintain your professional competence? (26)
- 236 To what extent has the unit's Educational Service Program helped you? (1)
- 237 To what extent do you feel that our training lectures are an effective means of teaching people? (4)
- 238 To what extent do you feel that persons giving training lectures are effective in their presentations? (4)
- *239 To what extent has your previous training given you the skills needed to perform your job? (23)
- *240 To what extent do you feel that you need additional training in leadership/management to be a more effective supervisor? (13) (NOTE: Reverse Item)
- *241 To what extent has the training you've received at this command helped you to advance in the Navy? (1)

242 Which of the following best describes changes you have seen in your subordinates as a result of applying your skills in Leadership/Management Training? (13)

1. Does not apply, have not had this training
2. It has improved both their job satisfaction and productivity
3. It has improved their job satisfaction but not their productivity
4. It has improved their productivity but not their job satisfaction
5. It does not appear to have improved either of these areas

*243 How recently did you receive this leadership training? (13)

1. Haven't taken or don't remember
2. 1 to 3 months ago
3. 4 to 6 months ago
4. 7 to 12 months ago
5. Over 12 months ago

22 WELFARE/RECREATION

244 To what extent are you satisfied with the command's Welfare and Recreation Committee? (9)

245 To what extent is the command's Welfare and Recreation program meeting your needs?

246 To what extent does the Recreation Committee/Council support your desires?

*247 To what extent are Special Services activities meeting your recreational needs?

*248 To what extent are you satisfied with Navy-provided Special Services activities? (Note that this item will not give complete information unless limited to one or the other of these topic areas.)

249 On which one of the following areas would you like to see the most money spent from the Welfare and Recreation fund:

1. Sports equipment
2. Library materials
3. Discount tickets for sports events
4. Discount tickets for cultural events
5. Transportation to main gate and base facilities (Note that this item can be modified to unit-specific areas.)

- 250 To what extent are you satisfied with the indoor recreations (checkers, card games, chess, etc.) provided by this command?
- 251 To what extent are married and single personnel given equal consideration for Welfare and Recreation Council-sponsored functions?
- 252 I feel that two "All Hands" social events per year are enough (the annual Christmas party and the summer picnic)(Fill in 1 for Disagree and 5 for Agree)

23 JOB EVALUATION; PERFORMANCE; SATISFACTION

- 253 To what extent do you feel you carry your share of the command's work load?
- *254 To what extent do you believe that people should be held accountable for their actions on the job?
- 255 To what extent do you believe that your efforts on the job are worthwhile to the command? (24)
- *256 To what extent does your job performance reflect your actual capabilities? (27)
- *257 To what extent do you feel this command is combat ready? (26)
- *258 How satisfied are you with the command's (or department's) use of the Navy's performance evaluation system? (3)
- *259 To what extent do you feel your performance evaluations are made fairly in this command as compared to other commands?
- 260 To what extent does your supervisor discuss your performance evaluations with you in a meaningful way? (13)
- *261 To what extent do you receive enough feedback regarding your job performance? (13)
- 262 To what extent does your latest performance evaluation reflect your actual job performance?

24 RECOGNITION

- 263 To what extent does this command give appropriate attention to ceremonies such as advancement, reenlistment, and retirement? (03)
- 264 To what extent are your special achievements or extra efforts recognized by your seniors?
- 265 To what extent do you feel your accomplishments are recognized by the command?

25 IMAGE OF UNIT/NAVY

- 266 To what extent do you feel the working atmosphere of this command is improving overall?
- *267 To what extent is it important to you that (name of unit) performs in a superior manner? (26)
- *268 To what extent is it important to you that (name of unit) has a good reputation?
- *269 To what extent does (name of unit) compare favorably with other units in its ability to carry out assignments?
- *270 To what extent do you feel this command is important to the nation's defense in comparison with other Navy commands?

26 STANDARDS

- *271 To what extent are the current Navy grooming regulations enforced by this command? (25)
- *272 To what extent do you personally reflect Navy standards of military courtesy, appearance and grooming?
- *273 All in all, how satisfied are you with the latest changes made in the Navy uniform? (Note that this item does not indicate enlisted or officer uniform and will not give specific information unless this is indicated.)
- *274 Compared to other commands you have served in, to what extent does this command measure up as a military outfit? (25)
- *275 To what extent do you feel military courtesy and procedures are observed on the Quarterdeck?

- *276 To what extent are the standards and policies at this command in keeping with the standards and policies of the Navy?
- 277 To what extent would a personnel inspection improve the appearance of the personnel at this command?
- *278 To what extent do you feel personnel inspections are effective in improving the appearance of military personnel?
- 279 To what extent do your superiors maintain the same standards of military behavior as they require of you? (13)
- 280 To what extent are standards of performance defined and known within your work group? (4)
- 27 JOB/JOB MOTIVATION
- 281 To what extent do you enjoy coming to work in the morning at this command? (23)
- *282 To what extent do you feel your time is used productively during the working day? (23)
- *283 To what extent are you in the job that is best suited for you?
- *284 To what extent do you understand the responsibilities of your job? (23)
- *285 To what extent do you understand the purpose of your job? (23)
- *286 To what extent are you challenged by your job?
- *287 To what extent do you feel that the job you are performing is worthwhile?
- *288 To what extent do you feel your talents, abilities, and time are used wisely?
- *289 To what extent have you been given the authority and responsibility you are capable of handling?
- *290 To what extent do you get a feeling of achievement from your job?
- 291 To what extent do you accomplish work at this command because you know it has to be done, rather than because you are made to?

- *292 To what extent is your work inspected by others to ensure that it has been done properly? (13)
- *293 To what extent do you feel pressured to accomplish your work by shortcutting proper procedures? (26) (NOTE: Reverse Item)
- *294 To what extent are your work attitudes supportive of Navy and command policies?
- *295 To what extent do you refer to technical publications in performing your job? (Note that this item may be inappropriate for certain ratings.)
- 296 To what extent are you willing to give an extra effort to meet the command's needs?
- 297 To what extent are working party assignments made fairly for everyone?
- *298 To what extent would you accept another tour of duty at this command if it was offered to you? (18)
- 299 Pick one area of policy/procedures which, if improved, would most assist in improving morale at this command:
 - 1. More meaningful work assignments
 - 2. More recognition for ideas and accomplishments
 - 3. More leadership responsibilities for Petty Officers
 - 4. More attention at the Command level to personnel problems
 - 5. More effective communications channels

28 HRM CYCLE AND RESURVEY

- *300 To what extent are you familiar with our Command Action Plan (CAP)?
- *301 How satisfied are you with the unit's current Command Action Plan (CAP)?
- *302 To what extent has the Human Resource Management Availability (HRAV) been useful to this command?
- *303 How has the overall morale of your work group changed since you last took this survey? (27, 11)
 - 1. Gotten much worse
 - 2. Gotten a little worse
 - 3. No change, or I wasn't here then
 - 4. Has improved somewhat
 - 5. Has improved greatly

*304 Having taken this survey again affected my responses to its questions in the following way:

1. Made me respond more negatively to the questions than before
2. Gave it less thought than before
3. No change, or I didn't take it before
4. Understood the reason for taking it again and didn't mind doing it
5. Gave each question more thought because of the changes that have occurred within the unit during the past six months (or other appropriate time frame from HRAV)

*305 To what extent do you feel that something constructive will come from the findings of this survey?

29 GOALS AND MISSION

306 To what extent do you understand the mission of this command?

307 To what extent have All Hands meetings provided you a clear view of the goals of the Commanding Officer? (4)

308 To what extent would publishing the unit's goals help you do a better job?

30 WATCHES

309 To what extent do you consider your watchstanding important at this command?

310 To what extent are you satisfied with your command's policies of assigning watches?

311 To what extent are watchstanders in your watch section trained sufficiently to stand a proper watch? (26)

312 To what extent are you satisfied that enough people are assigned to adequately cover the watches you stand?

313 To what extent do watchstanders have sufficient authority to effectively perform duties?

314 To what extent are you now qualified to stand your watch?

315 To what extent do you feel that a 6-section in-port duty bill could effectively handle any emergency that might arise?

31 CHITS

316 To what extent do you feel that special request chits are processed in a reasonable amount of time, based on the nature of the request? (3)

317 To what extent do you feel that an individual can "walk" a special request chit through the chain of command? (3)

318 To what extent are special requests or chits forwarded promptly by your superiors?

319 To what extent do you feel that special requests are given sufficient consideration for approval/disapproval by all in the chain of command?

320 To what extent do you believe that disapproved special request chits are reviewed by the Commanding Officer?

321 To what extent do you feel that Congress listens to the concerns of personnel in the Navy about pay and benefits? (14)

322 To what extent do you believe that organizational problems in the Navy are similar to those in civilian industry?

32 MISCELLANEOUS AND SPECIAL SITUATION/TOPICS

323 To what extent are you satisfied with the base (or unit's) mail service? (20)

324 To what extent are you satisfied with the educational opportunities offered by this command? (21)

325 To what extent does this command meet your expectations of preferred shore duty?

326 How satisfied are you with the ship's working hours while in the shipyard?

- 327 To what extent do you believe that the unit's overhaul training program is effective in providing training in the shipyard? (21)
- *328 To what extent is the supervision of night check personnel effective? (13)
- 329 To what extent do you feel that your supervisor has been of assistance to you in preparing for REFTRA? (13)
- 330 To what extent do you watch the events for the week presented on CCTV? (4)
- 331 To what extent do you watch military training on CCTV?
- 332 To what extent is the unit's CCTV entertaining to you? (22)
- *333 To what extent is there harmony in the working relationships between civilian and military members of this organization?
- *334 To what extent do you feel that the bar (or club) in your BEQ/BOQ contributes to the abuse of alcohol? (2) (NOTE: Reverse Item)
- 335 To what extent do you find that homosexuality exists in this command? (NOTE: Reverse Item)
- 336 To what extent do you feel law enforcement on this Base exists to help you? (6)
- 337 To what extent do you feel that morale is lowered by high UA/desertion rates? (27) (NOTE: Reverse Item)
- 338 To what extent do you feel that punishment for UA's/desertions are fair within this command? (06)
- 339 To what extent do UA's/desertions within your work group increase your work load? (11) (NOTE: Reverse Item)
- 340 (For shore installations only) To what extent do you feel that the civilian members of this command understand the purpose of the Navy sea/shore duty rotation system?

- 341 To what extent does the difference in pay between military and civilian workers who work on the same job reduce the productivity of your work group? (23) (NOTE: Reverse Item)
- 342 To what extent do you feel that civilians have more say in how they perform their job than their military counterparts? (NOTE: Reverse Item)
- 343 To what extent would your decision to reenlist be affected by an increase in sea duty relative to shore duty pay? (20) (NOTE: Reverse Item)

AUTHOR'S COMMENTS ON SUPPLEMENTAL QUESTIONS AS CURRENTLY STANDARDIZED

- p. 1. 003 "information"? --meaning.
006 Biased--Do you want to advance to the next rate or rank.
007 Biased--Have you completed the requirements for advancement of your own accord.
- p. 2. 023 Info available at MAA level?
024 Requests a value judgment of unknown areas. Purpose of question?
- p. 3. 026 Requests a value judgment. Do you use the bulletin board as a means (source) of communication?
027 Value judgment. Who would know?
032 Wordy. Do requests and their responses readily flow up and down the chain of command?
- p. 4. 049 "annoyed people of (country name) because you...."
- p. 6. 073 Wordy. Are report chits issued without favoritism within your work group?
075 Wordy. If you were sentenced to a court martial, do you feel that you would receive fair treatment?
- p. 7. 080 "you" should be "your"
081 No response given for if not using marijuana on duty.
088 Could be an uneducated guess by some. Do you feel the Navy drug exemption program is effective in dealing with drug abuse.
090 Biased. Sub. "use" for "abuse".
- p. 8. 095 Single purpose?
- p.11. 132 Single purpose?
133 Belongs under group 10, not 11.
134 Biased.
- p.12. 151 Single purpose?
- p.13. 162 Infers intentional mistakes and the meaning "jumped on" may not be understood by some. Having made a mistake, do you feel you can easily discuss the mistake with your supervisor?

- p. 13. 164 Should avoid contingency questions--could be sorted on basis of demographic info.
- p. 15. 193 Purpose?
199 & 200 Similar questions. Separate.
- p. 16. 204 Expand SRB
- p. 20. 254 Purpose?
258 Sub. "for" for "with"
- p. 21. 263 Single purpose?
264 Same
- p. 22. 288 Single purpose.
- p. 23. 294 ?
303 Sub. "the command's last HRAV" for "this"
- p. 24. 304 Sub. "the HRAV" for "this"
- p. 26. 329 Spell out REFTRA
330, 31 & 32 Spell out CCTV
- p. 27. 343 Insert "pay" after "sea duty"

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25 AUG 90
27 JUL 91

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